

**INFLUENCE OF SUPERVISORY TECHNIQUES ON KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE
A COMPARATIVE STUDY OF PUBLIC AND PRIVATE SCHOOLS IN
KAPTAGAT DIVISION, UASIN GISHU COUNTY, KENYA**

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Abstract

The purpose of this study was to establish the extent to which supervisory techniques, resources influence KCPE performance in public and private primary schools in Kaptagat division. The study was carried out in Kaptagat division of Eldoret east sub county, Uasin Gishu County, Kenya. Open Systems theory guided the study. This study adopted a mixed methods design. The study employed cross-sectional research design. The instruments used in the study were questionnaires, and interviews. The questionnaires were administered to 160 teachers (31 private and 129 public). Interview schedule were used to collect information from 17 head teachers (4 private and 13 public). Simple random sampling and purposive sampling were used to select the sample. The data collected was analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as frequencies and percentages were used. Inferential statistics used were Analysis Of Variance (ANOVA) and a significant level of 0.05

was used on the basis of 95% level of confidence. The private school performance scores vary much more than public school scores. There was a statistically significant difference between public and private schools performance for the years 2009-2013. Results showed that school status variation really does have an effect on the KCPE performance. There was significant difference in supervisory techniques between private school and public school and KCPE performance. Therefore the study recommends that head teachers should do random inspection by asking pupils how they are being taught and use exam results to gauge teacher's performance.

Keywords: Supervisory Techniques, Education Management, Performance, Public and Private Schools, Kenya

INTRODUCTION

The United Nation Convention on rights of the child (UNCRC) Article 26(1984) and millennium Development Goals no. 2, states that every child is entitled to quality, free and compulsory Primary Education (UNESCO, 2007). The children Act (2001) number 8 creates a Kenyan law that provides similar provision as the United Nations and state that every child has a right to free and compulsory basic education. It is with these reasons, that the Kenyan government introduced free and compulsory Primary education in 2003 for all children of school going age. The Sessional paper No. 14 of 2012, also asserts that every child aged between 4 and 17 years should not only attend school, but also receive quality education (Machio, 2013).

Much effort has been put in place by United States, Australia and most African countries to provide free and compulsory basic education. However, the academic performance in public or state schools has been poor compared to privately owned schools. According to study by Murname (2011), there is an indication that catholic and non-catholic private schools were more effective than public schools in academic performance in United States. The difference in academic performance between state and private schools in United States is attributed to socio-Economic status which is also linked to family structure. Considine & Zappala (2002) argue that students from independent private schools in Australia are more likely to achieve higher end of school scores and thus private schools are more likely to have a greater number of students from higher socio- economic status because they have greater financial resources.

According to Machio (2013), academic performance in private schools, especially in Kenya certificate of Primary Education has been on the upward trend since 2003, while academic performance in public schools has been either stagnating below average or

deteriorating with time. Research has shown that better Physical facilities and provision of adequate learning materials like textbooks is Key to improving academic performance. There has been an increase in the number of private schools in Eldoret East District since 2003. For instance only 3 private primary school registered candidates for KCPE examination in 2008, which rose to 11 in 2011 (an increase of 266 percent). These private schools have since outperformed public schools in academic performance as reflected in the subsequent tables. For this reason one logically may argue that there are aspects about private and public schools that cause the former to perform compared to the latter.

Table 1 shows the ranking of top ten best performing schools in KCPE nationally from 2011 to 2013. This showed that all the school ranked top ten in the three years were only private schools. This indicates that performance of private schools is higher compared to public schools.

Table 1. National top ten schools KCPE results for 2011-2013

	2011		2012		2013	
	M.S	School category	M.S	School Category	M.S	School category
1	411.78	Private	413.05	Private	425.04	Private
2	410.45	Private	409.34	Private	422.22	Private
3	408.15	Private	405.57	Private	420.16	Private
4	407.70	Private	399.04	Private	417.20	Private
5	406.97	Private	396.33	Private	413.19	Private
6	406.56	Private	393.33	Private	412.26	Private
7	405.58	Private	390.01	Private	411.18	Private
8	405.31	Private	389.04	Private	410.24	Private
9	403.48	Private	388.18	Private	404.08	Private
10	400.78	Private	386.19	Private	402.34	Private

Source: Education Watch (2011-2013)

Table 2 shows the ranking of top ten best performing schools in KCPE in Eldoret East District. In 2010, 7 private schools were ranked among the top ten, while only 3 public schools appeared among the top ten. In 2009, the schools ranked top ten were all private schools and in 2011, 8 private schools and 2 public schools were ranked top ten. Similarly, in 2012 and 2013, 9 private schools were ranked among the top ten while only 1 public school appeared in the top ten.

Table 2. Eldoret East District top ten schools KCPE results for 2008-2011

	2010		2011		2012		2013	
	M.S	School Category	M.S	School category	M.S	School category	M.S	School category
1	347.00	Private	362.56	Private	345.60	Private	385.50	Private
2	341.34	Private	340.83	Private	341.04	Private	384.12	Private
3	336.37	Private	338.50	Private	340.95	Private	374.44	Private
4	330.03	Private	335.06	Private	337.33	Public	366.08	Private
5	329.74	Private	331.75	Private	336.33	Private	353.34	Private
6	328.67	Private	329.86	Private	331.67	Private	352.22	Private
7	324.75	Private	322.94	Private	331.01	Private	345.26	Private
8	324.54	Private	320.93	Public	330.50	Private	340.26	Private
9	324.20	Private	319.35	Private	329.28	Private	337.36	Private
10	311.00	Private	316.55	Public	324.22	Private	327.28	Public

Source: Education Office Eldoret East Sub-County (2011)

In table 3 the number of registered private schools in Kaptagat Division for KCPE examination in 2010 and 2011 were 4 and 6 respectively. They all appeared among the top ten schools. In the year 2012, 8 out of 11 registered private schools were also ranked in the top ten as compared to only 2 public schools ranked in the top ten out of 28 registered public schools. In the year 2013, 8 out of 14 registered private schools were also ranked in the top ten as compared to only 2 public schools ranked in the top ten out of 28 registered public schools.

Table 3. Kaptagat Division KCPE Analysis for the Year 2008-2011

2010		2011		2012		2013	
M. S	School Category	M. S	School Category	M. S	School Category	M. S	School Category
324.54	Private	338.50	Private	341.04	Private	385.50	Private
317.50	Private	334.88	Private	340.95	Private	348.00	Private
312.77	Public	321.18	Public	337.33	Public	345.01	Private
293.24	Private	306.08	Private	331.67	Private	340.71	Private
293.04	Public	305.82	Private	331.01	Private	337.36	Private
284.52	Public	301.01	Private	330.50	Private	322.67	Public
277.56	Public	298.95	Public	316.56	Private	309.25	Public
273.21	Private	293.99	Private	303.53	Public	305.36	Private
273.05	Public	291.60	Public	299.39	Private	303.68	Private
270.18	Public	289.19	Public	289.39	Private	284.82	Private

Source: Education Office Kaptagat Division (2011)

Problem Formulation

KCPE analysis done by Education Watch between the years 2007-2012 indicated that the top 1000 schools nationally is heavily dominated by private schools. The stunning performance by private schools is replicated in all the counties in the country. In addition, private primary schools in Eldoret East Sub-county of Uasin Gishu County have also been performing exceedingly well in KCPE examinations. The same scenario is experienced in Kaptagat division of Eldoret East sub-county. However as seen in table 1, public primary schools have continued to perform dismally in KCPE examinations despite intervention by the government to invest heavily in them to improve KCPE performance. The difference in KCPE performance between private and public schools is alarming and has raised a lot of concern to the educationist and other stakeholders. Head teachers supervisory techniques, teaching and learning resources, Instructional practices and teacher characteristics are perceived to contribute to the existing gap in KCPE performance between public and private schools. However little research has been done on factors influencing KCPE performance in public and private schools in Kenya and no study has been conducted in Kaptagat division. It is against this background that this study sought to determine the extent to which selected factors influence KCPE performance in public and private schools in Kaptagat division. The study therefore hypothesized that

Ho₁: There is no statistically significant difference in the extent to which supervisory techniques influence KCPE performance in private and public primary schools in Kaptagat Division.

LITERATURE REVIEW

Supervisory Techniques and academic Performance

Taking the primary schools as the point of references, supervision can be regarded as a service to teachers and pupils both as individuals and in groups as a means of offering specialized help in improving instruction. Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved (Okendu, 2012). Supervision is an administrative activity whose strategy is to stimulate teachers to greater pedagogic effectiveness and productivity. It is a means to an end but not an end in itself. Supervision must not be confused with “inspection” or “snoopervision” which have autocratic connotation for compliance. Newer and better supervisory techniques must be developed through research efforts and applied in order to release the maximum potential of the teachers (Okumbe, 1998).

In most countries, supervision services have a long history. Many European countries set up their supervision system generally known as the inspectorate. In England, Her Majesty's

Inspectorate (HMI) was founded in 1834 and became a model for quite a number of developing countries. Similarly, the inspection system of France whose origin goes back even further, to napoleonic era was copied by several of its former colonies (UNESCO, 2007). In American, a statute was adapted in 1654 that empowered selection of towns to be responsible for appointing teachers of sound faith and morals. The appointed teachers would only stay in office as long as they posses these stipulated qualities.

During this period of “administrative inspections” (1642-1875) supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizens’ committees. Supervision concentrated on such matters as appraising the general achievements of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils and ascertaining whether money spent on education was wisely spend. These early supervisory concepts were characterized by inspection. The functions of the inspector were more judicial than executive in nature. The supervisor or inspector made judgment about the teacher rather than the teaching or the pupils learning in the classroom. The supervision during this period was mainly concerned with management of schools and fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning (Okumbe, 2007).

According to Okumbe (2007), the period that followed, “efficiency orientation”, (1876-1936) attention was now being placed on assisting the teachers to improve their teaching effectiveness. During this period, professionals replaced the lay people in supervisory activities. The supervisor started providing a friendly atmosphere and a warm interpersonal relationship for the supervised teachers. The autocratic relationship between the supervisors and the teachers began to wane during the succeeding period. This gave rise to the period of “cooperative group effort” (1937-1959). The foregoing period was followed by the current period of research orientation (1960 to present). The school administration and supervision are being studied with increasingly improved research procedures and professionally inspired vigour. This study will find out if the head teachers’ relationship with teachers influences academic performance in both categories of schools. Nevertheless, since the beginning of the 1990s, there has been renewed worldwide interest in issues of monitoring and supervision (UNESCO, 2007).

Some countries that had dismantled their supervision services earlier re- established them for example the Philippines, China and Sweden did not have it in the past, and thus have created them. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year (UNESCO, 2007). The management of public primary schools is the responsibility of the head teachers who ensures

instructional supervision and school management in general. The government of Kenya and other stakeholders look upon the head teacher at this level upon which his/her supervising activities among others include; planning, organizing, coordinating, influencing and communication as well as evaluating (where the head teacher acts as an education auditor, (Okumbe, 2007).

For effective supervisory leadership, Okumbe (2007) explains that, the supervisor, who in this case is the head teacher, must acquire basic skills of supervision which may include; conceptual skills which entails the ability to acquire, analyze and interpret information in a logical manner. Another skill is human relation, which refers to the ability of the head teacher to understand and to interact effectively with others. He continues to say that head teachers should be able to act professionally and humanely and at the very least possess some technical skills to enable him /her to perform effectively some of the specific processes, practices and techniques required of specific jobs within the school organization.

Supervision is one of the critical factors that influence academic performance. A study done in Ghana by Okyerefo, Daniel & Steffi (2011) revealed that academic performance is better in private schools due to effective supervision. Thus, effective supervision improves the quality of teaching and learning in the classroom. However, the scenario is different in public schools. The study showed that, some teachers in public schools leave the classroom at will without attending to their duties because there was insufficient supervision by circuit supervisors. This lack of supervision gave the teachers ample room to do as they please (Okyerefo, *et al*, 2011). This observation is relevant to the current study because it will compare supervisory techniques in private and public primary schools in Kaptagat Division.

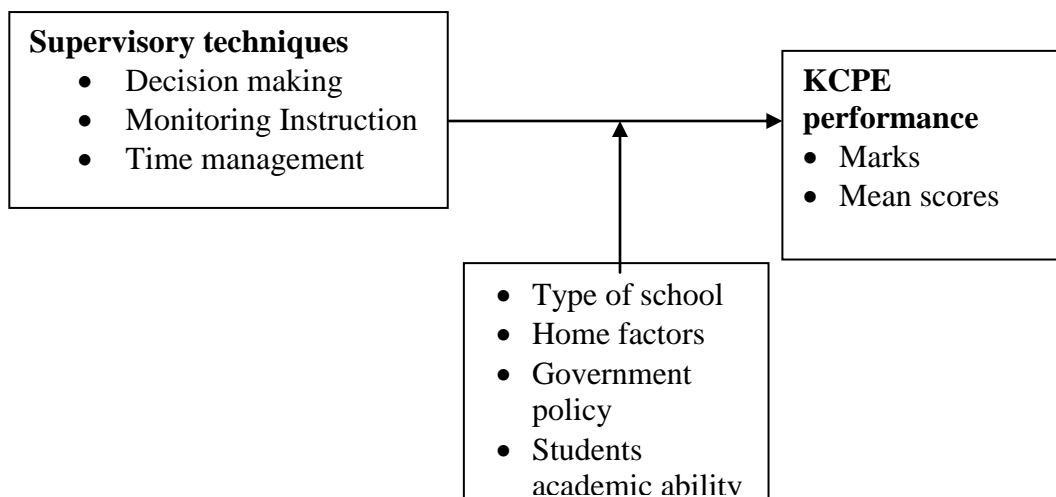
Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. The focal point between Shahida's observations and the current study is in the variable of supervisory technique and the role it plays in enhancing KCPE performance. The current study looks at the influence of supervisory techniques on KCPE performance in public and private primary schools in Kaptagat Division. Experience has shown that when pupils in public schools do not do well, it is the head teacher who is blamed and has to suffer the consequences. Little is known whether better performance in private schools is attributed to the head teacher's supervisory techniques or other factors within the school. The present study will compare supervisory techniques in both categories of schools.

Theoretical Framework

The theory applied to this study is the system theory advanced by Lunenburg (2010), who viewed a system as an interrelated set of elements functioning as an operating unit. The method which aims at discovering how this is brought about in the widest variety of system has been called General system theory as stated by Simuyu (2001). System theory can also be defined as the orderly combination of two or more individuals whose interaction is intended to produce a desired outcome (Mulnar, 2009). Social Systems theory is an approach to looking at different systems, subsystems and supra systems together with their characteristics and interrelations with one another. The theory is not restricted to one discipline, but takes into account the relationships between various specialized disciplines and their contributions to one another. It does not seek to replace other specialized theories of particular discipline but makes an attempt to establish interfaces between them. It therefore, relates to the structure, operation or functions of an entity as a whole. All the elements of a system work towards achieving a common goal.

This view is supported by Mulnar (2009) who said that systems theory has been used for several decades as a framework for analyzing and solving problems in schools. System theory maintains that a school does not exist alone. The theory lays emphasis on unity and integrity of the organization and focuses on the interaction between the component parts and the interaction and the environment (Simiyu, 2001). As applied to this study, the theory will assist the researcher to investigate selected factors that influence KCPE performance in private and public primary schools. As applied to this study the variables; supervisory techniques, teaching and learning resources, teacher characteristics form the inputs into the school, while instructional practices form the transformational process and KCPE performance is the feedback which indicates the effectiveness of the school as a system.

Figure 2: Conceptual framework showing factors influencing KCPE performance in public and private schools



RESEARCH METHODOLOGY

For the purpose of this study, Cross-sectional research design was used to compare selected factors influencing KCPE performance in public and private primary schools. Cross-sectional research design allows researchers to make statistical inferences to broader population at a single point in time and permits them to generalize their findings to real-life situations, thereby increasing the external validity of the study (Nachmias and Nachmias, 2006).

Population and Sampling

The target population consisted of 54 (42 public and 12 private schools) in Kaptagat Division in Uasin-Gishu County. The respondents targeted in the study were 54, headteachers and 533 teachers. The respondents of the study were selected on the basis that they provided the required information regarding the objectives of the study. Simple random sampling was used as major sampling technique because each and every item has equal chance of inclusion in the sample (Pizam, 1999). The head teachers of the selected schools from each category were purposely selected. Teachers were randomly selected from each category of school. The study used 17 schools from Kaptagat Division. All the 17 head teachers from the selected schools were interviewed with the help of the interview schedule. Moreover, 160 teachers were randomly sampled from the 17 schools where approximately eight teachers from each school were selected. Interview schedule was used to collect information from the head teachers. The study also used a questionnaire for teachers.

Validity and Reliability

To establish validity, the instruments were reviewed before administration by supervisors and colleagues in the Faculty of education and community studies of Egerton University for validation. Cronbach alpha was used to test reliability and a reliability co-efficient of 0.967 obtained and this met the reliability coefficient threshold of above 0.7 (Bryman 2004). Data from open ended questionnaires were grouped and converted into frequency counts. All data were analyzed at 0.05 level of significance.

Data Analysis Approach

Data was analyzed using descriptive and inferential statistics. Inferential statistics used Analysis of Variance (ANOVA). Descriptive statistics such as frequencies and percentages were used to describe the factors influencing KCPE performance in public and private primary schools.

EMPIRICAL RESULTS AND DISCUSSIONS

The response rate for head teachers was 17 (100%) and teachers 151 (94.38%), which is higher than the 70% threshold recommended by Kothari (2004). From the study most of the respondents 82.1% were drawn from public schools, with 17.9% from private schools. This indicates that the distribution of schools in Kaptagat division was varied, with the private having fewer schools than the public schools. Thus there is need to encourage establishment of more private schools in the division in order to enhance the performances of pupils. Majority (62.9%) of the teachers were female and (37.1%) male. most of the teachers in public schools were above 30 years where as those in private schools were below 30 years.

KCPE Mean Performance in Private and Public Schools

The performance of KCPE showed that there was variation in the type of school. Despite the fact that the number of public school involved in the study being high ($n=15$) compared to private ($n= 4$) the mean performance of private schools was higher in private schools than public schools. An independent-samples t-test was conducted to compare the type of school variation in the performance of KCPE. The private school scores varied much more than the public school scores. This means that the variability in the type of school variation in performance of KCPE was significantly different for the years 2009-2013. From these results there is a statistically significant difference between school status and performance in KCPE and variation is not likely due to chance but due to the IV manipulation. The performance in KCPE 2009-2013 ($p<0.05$) indicated that there was a statistically significant difference between public and private school performance. Since, the mean for the private schools was higher than that of public schools; it showed that most private schools were able to utilize significantly more instructional strategies to boost their performance compared to public schools.

Table 3. Independent Samples t-test on KCPE performance

Year	School Status	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
2009	Public	15	245.47	19.47	-3.932	14	.002
	Private	1	324.54	.			
2010	Public	15	258.24	16.87	-6.387	15	.000
	Private	2	336.69	2.56			
2011	Public	15	250.95	20.34	-6.662	17	.000
	Private	4	325.60	17.78			
2012	Public	15	250.57	19.33	-7.250	17	.000
	Private	4	331.14	21.61			
2013	Public	15	245.46	22.55	-7.313	17	.000
	Private	4	343.03	28.52			

Influence of supervisory techniques on KCPE performance in public and private primary schools

The first objective of the study was to establish the influence of supervisory techniques on KCPE performance in public and private primary schools. The teachers' view on the influence of supervisory techniques on KCPE performance in public and private primary schools was sought using questionnaires. The results of the findings are presented in the subsequent sections.

Head teacher's firmness has influence on KCPE performances in the school

On head teacher's firmness, 93 (75%) of the teachers in public schools agreed that it influenced KCPE performances in the school and 16.2% disagreed, while 26 (96.3%) in private schools agreed and 3.7% disagreed. This was supported by an average mean score of 3.83 in public schools compared to 4.33 of private schools.

Table 4. Head teacher's firmness has influence on KCPE performances in the school

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	10 (8.1%)	10 (8.1%)	11(8.9%)	53 (42.7%)	40 (32.3%)	124(100.0%)	3.83	1.20
Private	0(0.0%)	1(3.7%)	0(0.0%)	15(55.6%)	11(40.7%)	27(100.0%)	4.33	0.68
Total	10 (6.6%)	11 (7.3%)	11 (7.3%)	68 (45.0%)	51 (33.8%)	151 (100.0%)	3.92	1.14

This implies that the head teacher's firmness in private schools is stronger than in public schools leading to varied KCPE performance. Shahida (2008) argued that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. Her observations relate to the findings of this study.

The head teacher is friendly to teachers and pupils

On the statement of whether head teachers were friendly to teachers and pupils, 87 (70.1%) teachers in public school and 26 (96.3%) in private schools agreed. However, 25 (20.2%) of teachers in public schools and none in private schools disagreed that the head teacher were friendly to teachers and pupils.

Table 5. The head teacher is friendly to teachers and pupils

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	8 (6.5%)	17 (13.7%)	12(9.7%)	22 (17.7%)	65 (52.4%)	124 (100.0%)	3.96	1.33
Private	0 (0.0%)	0(0.0%)	1(3.7%)	7(25.9%)	19(70.4%)	27(100.0%)	4.67	0.55
Total	8(5.3%)	17(11.3%)	13(8.6%)	29(19.2%)	84(55.6%)	151(100.0%)	4.09	1.25

These results indicated that head teachers were friendly to teachers and pupils and assist in enhancing performance in KCPE. Each teacher was made accountable in his or her area of specialization and thus creates an environment where freedom prevails. Head teachers ensured that respect among teachers was encouraged. It is imperative that head teachers understand the personality of every teacher so as to know how to handle them and address any emerging issue immediately without delay. However, the unfriendliness among some public schools head teachers cannot be ruled out during the study since 20% of the teachers disagreed.

The head teacher consults widely before making decision

On the item of head teachers consulting before making decisions, 90 (72.6%) of the teachers in public schools and 25(92.6%) in private schools agreed. However, 24 (19.3%) of teachers in public schools and none in private schools disagreed that the head teacher consults widely before making decision.

Table 6. The head teacher consults widely before making decision

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	7 (5.6%)	17 (13.7%)	10 (8.1%)	41(33.1%)	49 (39.5%)	124 (100.0%)	3.87	1.24
Private	0(0.0%)	0(0.0%)	2(7.4%)	11(40.7%)	14(51.9%)	27(100.0%)	4.44	0.64
Total	7(4.6%)	17(11.3%)	12(7.9%)	52(34.4%)	63(41.7%)	151(100.0%)	3.97	1.17

This was supported by an average mean score of 4.4 in private school and 3.87 in public school. This implies that most of the head teachers in private schools consulted widely before making decision than those in public school. This is supported by interview schedule results where the head teachers in public schools said they often consult stakeholders before making certain decisions. However they dictate some things in order to be done the way they want them done. In private schools a lot of consultation is done with various stakeholders before making decisions affecting them. Various routines in school are strictly followed and include holding of regular staff meetings. This could be achieved by delegating duties and responsibilities to various departments and their performance frequently assessed. This agrees with Oyetunyi (2006) who pointed out that managers should invite contributions from the subordinates before making decisions.

Head teacher supports and encourages staff professional advancement

On whether the head teacher supports and encourages staff professional advancement, 93 (75%) of the teachers in public school and 24 (88.8%) in private schools agreed. Similar findings

were explained by Deals and Peterson (2002) who noted that managers should work with and support career progression. However, 2.4% of teachers in public schools and none in private schools disagreed that head teacher supports and encourages staff professional advancement.

Table 7. Head teacher supports and encourages staff professional advancement and this contributes to achievement of improved KCPE performance in the school

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev
Public	1(0.8%)	2(1.6%)	28(22.6%)	37(29.8%)	56 (45.2%)	124 (100.0%)	4.17	0.89
Private	0 (0.0%)	0(0.0%)	3(11.1%)	12(44.4%)	12 (44.4%)	27(100.0%)	4.33	0.68
Total	1(0.7%)	2 (1.3%)	31(20.5%)	49(32.5%)	68 (45.0%)	151(100.0%)	4.20	0.86

This was supported by an average mean score of 4.33 for private school and 4.17 for public school. This implied that head teachers support and encourage staff professional advancement and contributes to achievement of improved KCPE performance in the schools.

Head teacher is knowledgeable and understands his/her duties well

On whether the head teachers were knowledgeable and understood their duties well, 91 (73.5%) of the teachers in public school and 25 (92.6%) in private schools agreed. However, 26.6% of teachers in public schools and 7.4% in private schools disagreed that head teachers were knowledgeable and understood their duties well. This was supported by an average mean score of 4.59 for private school and 3.96 for public school.

Table 8. The head teacher is knowledgeable and understands his/her duties well and hence influences KCPE performance in the school

Type of school	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std deviation
Public	18 (14.5%)	15 (12.1%)	45 (36.3%)	46 (37.1%)	124 (100.0%)	3.96	1.04
Private	0 (0.0%)	2 (7.4%)	7 (25.9%)	18 (66.7%)	27 (100.0%)	4.59	0.64
Total	18 (11.9%)	17 (11.3%)	52 (34.4%)	64 (42.4%)	151(100.0%)	4.07	1.01

This implied that head teachers were knowledgeable and understood their duties well thus enhances KCPE performance in the school. Also, the view that 26.6% of teachers in public school disagreed cannot be neglected, since it implies that some head teachers in public schools are not knowledgeable and have limited understanding of their duties, hence affecting KCPE performance. Okumbe (2007) emphasized that the supervisor who in this case is the head teacher, must acquire technical skills and ability to perform his/her duties effectively.

There is proper supervision of teachers on time management in the school

On whether there is proper supervision of teachers on time management in the school, 81 (65.3%) of the teachers in public school and 22 (71.5%) in private schools agreed. However, 26.6% of teachers in public schools and 7.4% in private schools disagreed that there was proper supervision of teachers on time management. This was supported by an average mean score of 4.59 for private schools and 3.96 for public schools.

Table 9. There is proper supervision of teachers on time management in the school and this influences KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	10 (8.1%)	21(16.9%)	12(9.7%)	47(37.9%)	34(27.4%)	124(100.0%)	3.60	1.27
Private	1(3.7%)	1(3.7%)	3(11.1%)	7(25.9%)	15(55.6%)	27(100.0%)	4.26	1.06
Total	11(7.3%)	22(14.6%)	15(9.9%)	54(35.8%)	49(32.5%)	151(100.0%)	3.72	1.26

This implied that there was proper supervision of teachers on time management in the schools, though it is higher in private schools as compared to public schools. This complies with a study done by Okyerefo, et al (2011) which showed that some teachers in public schools left the classrooms at will without attending to their duties because there was insufficient supervision by circuit supervisors. From interview schedule the head teachers from public schools conducted supervision through checking on teacher absenteeism, carrying out inspection from time to time. However, head teachers in private schools conducted their supervisory technique through maintaining good relationship with teachers and maintaining class attendance registers and holding regular staff meetings. Unlike public schools, most of the teachers in private schools were housed within the school or near the school so as to minimize time loss.

The head teacher is always present in school

On whether the head teacher was always present in school, 55 (44.4%) of the teachers in public school and 2 (7.4%) in private schools disagreed. However, 53(41.9%) of teachers in public schools and 24 (88.9%) in private schools agreed that head teacher was always present.

Table 10. The head teacher is always present in school

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	25 (20.2%)	30 (24.2%)	17 (13.7%)	31(25.0%)	21(16.9%)	124(100.0%)	2.94	1.41
Private	1(3.7%)	1(3.7%)	1(3.7%)	9(33.3%)	15(55.6%)	27(100.0%)	4.33	1.00
Total	26(17.2%)	31(20.5%)	18(11.9%)	40(26.5%)	36 (23.8%)	151(100.0%)	3.19	1.45

This was supported by an average mean score of 4.33 for private school and 2.94 for public school. This implied that head teachers were always present in private schools as compared to public schools, thus enhances KCPE performance in private than public schools. UNESCO (2007) holds the view that, proper management of private schools is the responsibility of the Head teacher who ensures instructional supervision and school management in general.

There is effective supervision of curriculum implementation by the head teacher

On whether there was an effective supervision of curriculum implementation by the head teacher, 83(66.9%) of the teachers in public school and 24 (88.9%) in private schools agreed. However, 25(20.2%) of teachers in public schools and 1(3.7%) in private schools disagreed that there was effective supervision of curriculum implementation by the head teacher. This was supported by an average mean score of 4.33 for private school and 3.63 for public school.

Table 11. There is effective supervision of curriculum implementation by the head teacher which has influenced KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	11(8.9%)	14(11.3%)	16(12.9%)	52(41.9%)	31(25.0%)	124 (100.0%)	3.63	1.23
Private	1(3.7%)	0(0.0%)	2(7.4%)	10(37.0%)	14(51.9%)	27(100.0%)	4.33	0.92
Total	12 (7.9%)	14(9.3%)	18(11.9%)	62(41.1%)	45(29.8%)	151(100.0%)	3.76	1.21

This implied that there was an effective supervision of curriculum implementation by the head teachers in private schools as compared to public schools. The head teachers in private schools make use of the teacher's talent by allocating subjects and responsibilities according to their talent and interest. Allocation of subjects is carefully done to the specialization of every teacher. There is a culture of the school which has been maintained and all members of staff in the school are treated equally. Frequent staff meetings are always held to discuss issues and to brief each other. The head teachers in private schools always check on teacher's lesson notes, lesson plans and other preparations on daily basis and approve them. They receive regular reports from teachers on various activities in each department in the school.

From the interview schedule the headteachers in public schools empower class teachers to monitor instructions in their classrooms and class attendance register was used by a few head teachers to ensure teachers attend their lessons without fail. Also the head teachers in private schools do random inspection by asking pupils how they are being taught and use exam results to gauge teacher's performance. Public school heads on the contrary were either reluctant or lack the capacity to monitor instruction in their classrooms. From the study there

was difference in supervisory techniques between public and private schools. The Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultation before making decision, competence, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. Shahida (2008) also pointed out that head teachers are instructional leaders in schools who should be at the forefront in supervising instructing and providing leadership in the institutions. Supervision according to her is critical in enhancing academic performance. However, the findings of this study shows that the magnitude of supervision varied between private and public schools.

Testing Hypothesis

H₀₁: There is no statistically significant difference in supervisory techniques in private and public primary schools in Kaptagat Division.

To test the hypothesis, a One Way Analysis of Variance was used. This method was used because of the nature of the data, since, it had only one continuous dependent variable and only one categorical independent variable. In occasions where the data has more than one dependent continuous variable or more than two values across the categorical independent variables, an Analysis of Variance (ANOVA) was used to compare the supervision, instructional practices and teacher characteristics and resources, in both private and public schools. These findings showed that the mean score for private school (4.40) was higher than that of public schools (3.76). Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved (Okendu, 2012).

Table 12. Overall supervisory techniques in schools

	Mean	Std. Deviation	ANOVA	P value
			15.518	.000
Public	3.7599	.82947		
Private	4.4033	.36741		
Total	3.8749	.80547		

The first hypothesis states that there was no statistically significant difference in the extent to which supervisory techniques influence KCPE performance in private and public primary schools in Kaptagat Division. The one-way Analysis of Variance was conducted to explore the difference in supervisory techniques between private and public primary schools as shown in

(Table 4.17). There was a statistically significant difference $p < .05$ in supervisory techniques between private and public primary schools [$F(1, 149) = 15.52, p = .00$]. This indicated that there is much difference between the two Mean Squares (9.179 and 88.14), resulting in a significant difference ($F = 15.52$; $Sig. = 0.000$) and this means that H_0 must be rejected.

Thus it showed that the supervision practices in both private and public schools are not all equal and the null hypothesis is rejected. Supervision is one of the critical factors that influence academic performance. The results are in agreement with Okyerefo, Daniel & Steffi (2011) that academic performance was better in private schools due to effective supervision. Thus, effective supervision improves the quality of teaching and learning in the classroom. However, the scenario is different in public schools.

Since the effects in supervisory techniques were found to be significant, it implied that the means differ more than would be expected by chance alone and despite reaching statistical significance, the actual difference in mean scores between private and public primary schools was quite small. The study showed that, some teachers in public schools leave the classroom at will without attending to their duties because there was insufficient supervision by circuit supervisors. This lack of supervision gave the teachers ample room to do as they please (Okyerefo, et al, 2011). The findings concur with UNESCO, (2007) that there has been renewed worldwide interest in issues of monitoring and supervision. Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners.

CONCLUSIONS AND RECOMMENDATIONS

There was difference in supervisory techniques between public and private schools. The Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultation before making decision, competence, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved. There was a statistically significant difference $p < .05$ in supervisory techniques between private and public primary schools. Supervision is one of the critical factors that influenced academic performance.

There is need for public school headteachers to be present in school always so as to enhance instructional supervision. They should also ensure absenteeism among teachers is properly managed. Similar studies should be carried out in other sub counties in Kenya to establish the extent to which supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics have influenced KCPE performance in public and private primary schools.

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